**Materials and Set Up:**

-Label the following instruments with post its!:: cabasa, guiro, shakers, claves and woodblock.

-Adapted rhythm matrix with ta and ti-ti rhythms.

-Put up consonance and dissonance signs.

-Have I-Tunes ready to roll and bring cd’s as back up.

Vivaldi’s Four Seasons, “Spring”: track#1

Norton12, Penderecki’s “Threnody for the Victims of Hiroshima”: track#33

-Bring As many non-pitched percussion instruments as I can find.

-Bring tape.

-Bring juice for potluck

-Bring binder with all my lesson materials, and have lessons handy.

**Charlie Over the Ocean(call and response):**

*7-10 minutes*

**Jim and I perform first (Jim leads, I follow).**

**Jim: teach song, lead class in playing duck duck goose game.**

**“Rhythm Matrix Activity” (perform rhythmic harmony)**

**Previous knowledge: how to play the instruments and know what their names are.**

**How to play and read ta and ti-ti rhythms.**

**(but we will quickly address these skills)**

--Teacher counts students off in 2’s. “Bert, Ernie, Bert, Ernie” Split group in half.

--Students go to different sides of the room, each with various non-pitched percussion instruments.

Make sure everyone knows how to play their instrument.

--Teacher leads students in several rounds of call

and response with known rhythms (ta and tit i only).. *3 minutes*

--Teacher asks, “Please raise your instrument if you are playing a guiro…….

Please raise your instrument if you are playing a cabasa.”( **cabasa, guiro, shakers,**

**claves and woodblock**.= review vocab, but they are labeled for the sake of this lesson.) *1 minute*

--**Teacher reveals filled in rhythm matrix on Jim’s Powerpoint** (my computer) ,

--“We were just playing ta’s and ti-ti’s. This is how ta is written, and this is how ti-ti

is written, so let’s just speak the first line here together.”

Then play first line together.

--Teacher has all S’s in playing a few rhythm lines in unison. *2 minutes*

--Teacher leads group in playing independent lines. *1 minute*

--Teacher tells class to pick any 4 boxes in the matrix, and play them in time

with the whole group. Teacher: “If you’d like, you can pick one buddy to play the

same boxes with.” Students play as directed. *2 minutes*

**If time:** have the 2 groups play one line in canon with each other.

**Consonant and Dissonant Sounds (Students will participate in order to distinguish between consonance and dissonance)**

--“Please move to this side of the room if what you hear sounds nice or pleasing, and move to the other side of

The room if you don’t like what you hear or it sounds tense.”

--Alternate between playing a 30 second recording of Vivaldi’s “Four Seasons”

(track1) on a cd and playing a 30 second recording of Penderecki’s “Threnody for the

Victims of Hiroshima”(Norton cd12, track33)

--Repeat activity with 2-3 cold calls by name.

Ex) “Shawna, why did you pick this side? What did you hear? How did it

make you feel?”

-- Explain that “Threnody for the Victims of Hiroshmia” is dissonant,

which is music that sounds tense or bad to our ears

and “4 Seasons” is consonant,

which sounds pretty, beautiful, or nice to our ears.” *2 minutes*

--“Turn to a partner and tell them what consonance is.”

“Turn to a partner and tell them what dissonance is.”

**All Things Shall Parish**

--We sing song twice to demonstrate: I sing first, Jim comes in after “sky”.

--Jim teaches song, I sing with the group.

--“Congratulations, class. You can now sing in harmony.”